



Funding music projects that change young lives

[Home](#) [About us](#) [Music projects](#) [News](#) [World Busk](#) [Get involved](#) [Schools](#) [Donate](#) [Contact us](#)
[About us](#)[Trustees](#)[Partnerships](#)[Annual Report](#)[Round the World trip](#)[Q&As](#)

Frequently asked questions

Click on the question that interests you.

Why was Musequality set up?**What does Musequality do that is different?****What kind of projects do you support?****What kind of projects do you not support?****What is the value of music?****Are there wider benefits?****Do you focus on any particular kind of music?****How do you measure success?**

It was a chance for the children to show the people of Beirut that there is more to the refugee camps than poverty and conflict.

Alice Howick
Teacher, Al Kamandjati, Beirut



The Good Shepherd Home in Kampala, Uganda. [Music projects](#)

Why was Musequality set up?

Musequality was formed to support new music education programmes in developing countries. We also, in certain cases, support existing projects which are developing their own programmes.

[Back to the top](#)**What does Musequality do that is different?**

Musequality does not run projects itself. We help people to start a project, or develop an existing one. We provide funds for such essentials as premises, instruments, sheet music and teacher training.

[Back to the top](#)**What kind of projects do you support?**

It can be anything, from helping an orphanage to set up a band or choir, to providing music lessons in a school. There is no fixed formula. The key elements are that the project should draw in the most underprivileged children and have communal music-making at its heart. For more information visit our projects pages.

[Back to the top](#)**What kind of projects do you not support?**

Musequality does not support music projects in the UK or other developed countries. We are not able to assist individuals with their studies.

[Back to the top](#)**What is the value of music?**

There is a large and consistent body of evidence showing that children who receive regular music instruction benefit from improved personal and social skills, intellectual development and higher educational achievement, and are steered away from drug use and crime. For more on this visit the section on benefits of music. Music-making is also enjoyable, personally rewarding, and brings people together.

[Back to the top](#)**Are there wider benefits?**

The developing world desperately needs able teachers, doctors, farmers, lawyers, scientists, business people, decision-makers and leaders – drawn from their own communities. That means helping its young people today to develop the skills and qualities that will enable them to contribute tomorrow. Communal music-making teaches those skills and qualities. In societies where gender inequalities exist, music projects offer girls an excellent arena in which to demonstrate their worth.

[Back to the top](#)**Do you focus on any particular kind of music?**

No. We believe children should have a sense of pride and enjoyment in their own culture as well as learning to appreciate other musical styles. We do, however, favour structured projects within which participants learn music theory, as this gives them the versatility to tackle more challenging and complex music.

[Back to the top](#)**How do you measure success?**

While many of the benefits are long term and hard to measure, there are indicators at both the level of the individual and the project as a whole.



The Elgon Youth Brass Band in Kampala. [More](#)

[Music projects](#)[News update](#)[Benefits of Music](#)

Individual progress can be assessed by the following:

- Attendance at school and academic results.
- Results achieved in music exams.
- Street children reunited with their families.
- Young adults moving on to live independently.
- Members going on to higher education.
- Members of projects taking on responsibility for teaching younger children or administrative duties.
- Proficiency on musical instruments.

We ask each project we fund to give us regular updates of their progress. We commission assessments by independent experts and receive feedback from visiting teachers.

As well as using the indicators mentioned above, we look at:

- The impact the project has on its local community.
- The general standard of music-making.
- Where appropriate, the success of income-generating schemes.
- The ability of project leaders to deal with crisis.
- Provision of healthcare.
- Gender equality within the project.
- Financial transparency and well-organised accounts.

[Back to the top](#)

Design: [Jane Davies](#)